

THE COMPETENCE OF PHYSICAL EDUCATION TEACHERS IN COMPUTER USE

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ABSTRACT

Computer-based and web-based applications are primary educational tools that are used in order to motivate students in today's schools. In the physical education field, educational applications related with the computer and the internet became more prevalent in order to present visual and interactive learning processes. On the other hand, some difficulties are encountered in the integration of computers to physical education and in the use of these tools by teachers. Physical education teachers have to develop their knowledge and skills in order to use computers as teaching tools and support and guide students to use these technologies for learning. The aim of this study is to find out how often physical education teachers use computers and related software for educational purposes. Based on the findings of the research, suggestions towards effective use of computers in physical education classes are made.

INTRODUCTION

Technology has turned out to be a necessity more than a luxury in the schools. The schools are built according to the technological needs and equipped with the necessary network for internet access. Now computer hardware in many schools is completed and the developing process of the required educational software is still being carried out.

The directors of the schools who are willing to improve the quality of the education served for the students are supplying more financial and human resources for the hardware, software and other technological facilities (Zhu, 2003). The cost of new computers are low enough for most of the schools to be covered. Computers and information technologies are rapidly developing and children are growing up with the technology. The researches on the effects of the technology on education have proved that under the ideal conditions educational technology contributes very much in all subjects to all students (Winn, 2002).

The abilities on information technologies have turned out to be vital elements which effect individual economic success, political participation and social interaction (Ono and Zavodny, 2004).

As far as the information technology becomes more widespread, the importance of computer and technology use increases and turns out to be an important element in human resources (Ono and Zavodny, 2004). Both the educators and the public accepts the necessity for the students to be competent in computer use. In order to benefit from technology in education, both the teachers and students should have enough knowledge about computers. However the discussions about the limits of computer use in educational activities are still continuing. In many schools computers are used only for internet access and game play. The suitability of computer applications with the curriculum and the applications in classroom is usually overlooked (Moursund, 1995). Physical education teachers can also teach a subject in their curriculum by first analyzing it technically in computer laboratory. By that way they can teach the biomechanics visually and then move on to the application of those techics which will help for a more productive course.

Computers and Technology in Education Field

Today one of the most important problems in educational field is the didactic way of teaching. Another leading problem is the lack of communication and dialogue between teachers and students, students and students. Besides lack of evaluation methods to measure the very complexed learning targets and the difficulty for the students to adopt their theoretical knowledge to practical use in daily life forces for new approaches in education field (Knapper, 2001).

Educational technology will contribute seriously to the solution of these problems if it is used truly. During the last few years educators have begun to use computer supported teaching methods more often to increase the participation of students to the learning activities and to promote access to learning materials. Computer supported teaching which is defined as the use of computer by the students in teaching is an interactive process which makes learning easier (Azarmsa, 1991).

Researchers point out that computers have contributed a lot to the educators about adopting some 'structuralist methods' which they can not success themselves (Jonassen and others, 1998). The education programs in our country have been designed according to the 'structuralist method' since the beginning of 2005-2006 educational

year which can be announced as the most important reform movement in education field. Therefore the use of computer in and out of classroom activities have gained more importance in this new education curriculum.

Computers and Technology in Physical Education

Although computers and technology seems to be contradictory with the aims of physical education, technology have a wide range of use in physical education. Heart beat monitors are perfect tools for cardiovascular speed and can provide more concrete information to the students and teachers about their development (Mohnsen, 2001; Wood and Lynn, 2000).

Using the true technological devices the teacher can record video clips of some physical skills and movements or can download such clips to his computer and then let the students access these videos through a web site. Physical education teachers can introduce the best players of a sport through technological devices. Moreover he can record one of the best students' serve or tourniquet and then explain these technics to the classroom showing their videos. In this way the students will participate to the subject easier and the excitement of learning will be increased.

Besides various problems may occur during the integration of technology with physical education. The primary problem is that the procedure and the preparation of computer takes very long time. Another problem is that enough financial resources can not be supplied for the new technological hardware. Finding suitable software is also an important problem (Bird, 1998). Such kinds of problems forces the physical education teachers avoid using computers in their classrooms.

Computer Using Behaviours of Teachers

The use of computers in learning processes can help to develop cognitive skills of students during thinking, solving problems and learning. Besides it is necessary for the teachers to apprehend technology very well and put the focus on the students. Due to various factors many of the teachers are still reluctant about integration of technological facilities to their classes. They need to develop their personal knowledge and ability of technology in order to help and guide their students (Maor, 1999).

The teachers have defined some obstacles in integrating technology to their classes; 1) time, 2) education, 3) technological support and 4) hardware problems (Cuban, 2001; Sheingold and Hadley, 1993).

On the other hand academic references point out that there is a positive relation between computer related experience and attitude towards computers (Necessary and Parish, 1996). Having more experience with the computers lead to a more positive attitude towards computers (Chen, 1986; Hunt and Bohlin, 1993; Arnez and Lee, 1990; Levine and Donitsa-Schmidt, 1998).

The anxiety of computer use turns out to be a barrier for the teachers to integrate technological facilities to their classes. The teachers' positive thoughts about benefiting from computers in the classes motivate them for the use of computers in education (Marcinkiewicz, 1994). According to these information we can say that teachers should always be encouraged to use computers and their experience with computers should be increased. So that they can easily and more often use computers and other technological devices in their classes.

Teachers should not only use the computers themselves but also should encourage their students to use computers for educational purposes and remind them that computers are not only used for playing games. They should encourage the students by asking them to send their homeworks via e-mails and use web sites in order to reach a specific subject (Hall, 1999).

In order to find out many subjects related to physical education and sports, the students should visit the web sites of General Directorate of Sports and Youth (www.gsgm.gov.tr), National Education Ministry (www.meb.gov.tr) and some other popular web sites like www.sporbilim.com, www.eurosport.com and www.sportengland.org. The students have to be informed that most of the actual information can be achieved through internet and the teachers first need to know these resources themselves in order to inform their students. Physical education teachers teach practical, technical and theoretical aspects of the subjects. They should actualize and enrich their information not only using the books but also the internet facilities. Asking their students to return their homeworks via internet and find subjects on web sites, they can have the computers as the means of communication with the students.

THE PURPOSE OF THE RESEARCH

The purpose of this study is to find out computer -the most important technological device of today- using ability of teachers, their owning personal computers, the presence of computer laboratories in the schools and the possibilities of benefiting from the computer laboratories.

The Universe of the Research

The universe of this research includes all the physical education teachers who had participated to in-service training courses held by National Education Ministry in 2005. The sample group of the research is chosen through the physical education teachers from 81 different cities who had participated to in-service training courses held in Çanakkale and Mersin.

The Survey Used in the Research

For the research, a survey of 43 questions measuring different abilities of computer use is developed. The teachers had to choose one of four alternatives in each question; No Experience, Little Experience, Some Experience and High Experience.

In the analysis No Experience is graded with 1 point, Little Experience with 2, Some Experience with 3 and High Experience with 4 points.

The survey has 6 parts. In the first part the presence of personal computers at home, the presence of computer laboratory at school, the possibilities of computer use and some demographical questions are asked. In the second part Windows abilities, in the third part Word abilities, in the fourth part Excel abilities, in the fifth part Power Point abilities and in the last part Multimedia abilities are questioned.

There are 9 questions about Windows, 9 about Word, 9 about Excel, 8 about Power Point and 8 about multimedia.

Data of the Survey

The data in this research is derived from the application of the survey called “The Survey of Educational Technology Use” to the physical education teachers. The survey was applied to 192 physical education teachers from 81 different cities who had participated to in-service training courses held in Çanakkale and Mersin and 186 of these surveys were taken into evaluation.

In the research validity is defined according to the specialist’s view. On the other hand cronbach alfa = ,9853 is found out as the reliability value.

Statistical Method Used in the Research

In the research both quantitative and qualitative methods are used. For each variable t-test is applied through SPSS statistical software.

Demographical Characteristics of the Sample Group

Table-1 Ownership of personal computer

1.	67.7 %	(130)	yes
2.	24.5 %	(47)	no

According to Table-1 67,7 % of the teachers (130) has personal computers at home but 24,5 % (47) of them do not own computers.

Table-2 Presence of computers at schools

1.	76 %	(146)	yes
2.	17,7 %	(34)	no

According to Table-2 76 % of the teachers (146) have computer laboratories in their schools but 17,7 % (34) of them do not have laboratories at their schools.

Table-3 Computer use of the families

1.	67,7 %	(130)	yes
2.	25,5 %	(49)	no

67,7 % of the teachers (130) have stated that their families use computers at home but 25,5 % of them (49).

Table-4 The use of computer laboratories by physical education teachers

1.	57,3 %	(110)	yes
2.	34.4 %	(66)	no

%57,3 of the teachers (110) have stated that they can always benefit from the computer laboratories of their schools but 34,4 % of them (66).

The Ability to Use Windows Start Menu: 10,6 % of the physical education teachers (19) do not have any experience to use Windows start menu, 4,5 % of them (8) have little experience, 40,2 % of them (72) have experience and 44,7 % of them (80) have high experience.

The Ability to Use Windows Programs Menu: 12,2 % of the physical education teachers (22) do not have any experience to use Windows programs menu, 5,5 % of them (10) have little experience, 43,6 % of them (79) have experience and 38,7 % of them (70) have high experience.

The Ability to Use Windows Files Menu: 12,8 % of the physical education teachers (23) do not have any experience to use Windows files menu, 6,1 % of them (11) have little experience, 44,4 % of them (80) have experience and 36,7 % of them (66) have high experience.

The Ability to Use Windows Settings Menu: 14,8 % of the physical education teachers (27) do not have any experience to use Windows settings menu, 12,6 % of them (23) have little experience, 41,8 % of them (76) have experience and 30,8 % of them (56) have high experience.

The Ability to Use Windows Control Menu: 15,9 % of the physical education teachers (29) do not have any experience to use Windows control menu, 15,9 % of them (29) have little experience, 38,5 % of them (70) have experience and 29,7 % of them (54) have high experience.

The Ability to Use Windows Search Menu: 17,7 % of the physical education teachers (32) do not have any experience to use Windows search menu, 19,9 % of them (36) have little experience, 34,3 % of them (62) have experience and 28,2 % of them (51) have high experience.

The Ability to Use Windows Help Menu: 17,0 % of the physical education teachers (31) do not have any experience to use Windows help menu, 18,1 % of them (33) have little experience, 38,5 % of them (70) have experience and 26,4 % of them (48) have high experience.

The Ability to Use Windows Run Menu: 14,8 % of the physical education teachers (27) do not have any experience to use Windows run menu, 14,8 % of them (27) have little experience, 37,2 % of them (68) have experience and 33,6 % of them (61) have high experience.

The Ability to Play Games: 17,5 % of the physical education teachers (32) do not have the ability to play games, 13,1 % of them (24) have little ability, 39,9 % of them (73) have ability and 29,5 % of them (61) have high ability.

The Ability to Use Word File Menu: 16,4 % of the physical education teachers (30) do not have any experience to use Word file menu, 15,3 % of them (28) have little experience, 35,5 % of them (65) have experience and 32,8 % of them (60) have high experience.

The Ability to Use Word Edit Menu: 27,1 % of the physical education teachers (49) do not have any experience to use Word edit menu, 22,1 % of them (40) have little experience, 28,7 % of them (52) have experience and 22,1 % of them (40) have high experience.

The Ability to Use Word Insert Menu: 30,0 % of the physical education teachers (54) do not have any experience to use Word insert menu, 23,9 % of them (43) have little experience, 25,0 % of them (45) have experience and 21,1 % of them (38) have high experience.

The Ability to Use Word View Menu: 39,1 % of the physical education teachers (70) do not have any experience to use Word view menu, 24,0 % of them (43) have little experience, 20,1 % of them (36) have experience and 16,8 % of them (30) have high experience.

The Ability to Use Word Format Menu: 32,4 % of the physical education teachers (59) do not have any experience to use Word format menu, 25,8 % of them (47) have little experience, 20,9 % of them (38) have experience and 20,9 % of them (38) have high experience.

The Ability to Use Word Tools Menu: 42,8 % of the physical education teachers (77) do not have any experience to use Word tools menu, 18,3 % of them (33) have experience and 15,6 % of them (28) have high experience.

The Ability to Use Word Table Menu: 35,8 % of the physical education teachers (64) do not have any experience to use Word table menu, 22,3 % of them (40) have little experience, 25,1 % of them (45) have experience and 16,8 % of them (30) have high experience.

The Ability to Use Word Window Menu: 25,8 % of the physical education teachers (47) do not have any experience to use Word window menu, 14,3 % of them (26) have little experience, 36,8 % of them (67) have experience and 23,1 % of them (42) have high experience.

The Ability to Use Word Help Menu: 25,3 % of the physical education teachers (43) do not have any experience to use Word help menu, 31,1 % of them (57) have little experience and 28,4 % of them (52) have high experience.

The Ability to Use Excel File Menu: 21,9 % of the physical education teachers (40) do not have any experience to use Excel file menu, 27,3 % of them (50) have little experience, 28,4 % of them (52) have experience and 22,4 % of them (41) have high experience.

The Ability to Use Excel Edit Menu: 27,6 % of the physical education teachers (50) do not have any experience to use Excel edit menu, 32,0 % of them (58) have little experience, 24,9 % of them (45) have experience and 15,5 % of them (28) have high experience.

The Ability to Use Excel Insert Menu: 36,1 % of the physical education teachers (65) do not have any experience to use Excel insert menu, 29,4 % of them (53) have little experience, 18,9 % of them (34) have experience and 15,6 % of them (28) have high experience.

The Ability to Use Excel View Menu: 41,1 % of the physical education teachers (74) do not have any experience to use Excel view menu, 27,8 % of them (50) have little experience, 17,8 % of them (32) have experience and 13,3 % of them (24) have high experience.

The Ability to Use Excel Format Menu: 38,7 % of the physical education teachers (70) do not have any experience to use Excel format menu, 29,3 % of them (53) have little experience, 14,9 % of them (27) have experience and 17,1 % of them (31) have high experience.

The Ability to Use Excel Tools Menu: 42,8 % of the physical education teachers (77) do not have any experience to use Excel tools menu, 29,4 % of them (53) have little experience, 15,0 % of them (27) have experience and 12,8 % of them (23) have high experience.

The Ability to Use Excel Table Menu: 37,0 % of the physical education teachers (67) do not have any experience to use Excel table menu, 29,8 % of them (54) have little experience, 19,3 % of them (35) have experience and 13,8 % of them (25) have high experience.

The Ability to Use Excel Window Menu: 29,1 % of the physical education teachers (53) do not have any experience to use Excel window menu, 27,5 % of them (50) have little experience, 25,8 % of them (47) have experience and 17,6 % of them (32) have high experience.

The Ability to Use Excel Help Menu: 29,1 % of the physical education teachers (53) do not have any experience to use Excel help menu, 30,2 % of them (55) have little experience, 24,2 % of them (44) have experience and 16,5 % of them (30) have high experience.

The Ability to Use Power Point File Menu: 28,0 % of the physical education teachers (52) do not have any experience to use Power Point file menu, 26,9 % of them (50) have little experience, 25,8 % of them (48) have experience and 19,4 % of them (36) have high experience.

The Ability to Use Power Point Edit Menu: 37,8 % of the physical education teachers (70) do not have any experience to use Power Point edit menu, 27,6 % of them (51) have little experience, 20,0 % of them (37) have experience and 14,6 % of them (27) have high experience.

The Ability to Use Power Point Insert Menu: 46,2 % of the physical education teachers (85) do not have any experience to use Power Point insert menu, 25,5 % of them (47) have little experience, 16,8 % of them (31) have experience and 11,4 % of them (21) have high experience.

The Ability to Use Power Point View Menu: 47,0 % of the physical education teachers (87) do not have any experience to use Power Point view menu, 24,9 % of them (46) have little experience, 16,8 % of them (31) have experience and 11,4 % of them (21) have high experience.

The Ability to Use Power Point Format Menu: 44,3 % of the physical education teachers (81) do not have any experience to use Power Point format menu, 25,1 % of them (46) have little experience, 18,0 % of them (33) have experience and 12,6 % of them (23) have high experience.

The Ability to Use Power Point Tools Menu: 50,0 % of the physical education teachers (92) do not have any experience to use Power Point tools menu, 22,3 % of them (41) have little experience, 16,3 % of them (30) have experience and 11,4 % of them (21) have high experience.

The Ability to Use Power Point Table Menu: 45,4 % of the physical education teachers (83) do not have any experience to use Power Point table menu, 25,1 % of them (46) have little experience, 16,4 % of them (30) have experience and 13,1 % of them (24) have high experience.

The Ability to Use Power Point Window Menu: 37,8 % of the physical education teachers (70) do not have any experience to use Power Point window menu, 22,2 % of them (41) have little experience, 21,6 % of them (40) have experience and 18,4 % of them (34) have high experience.

The Ability to Use File Menu of Multimedia Program: 46,8 % of the physical education teachers (87) do not have any experience to use file menu of multimedia program, 23,7 % of them (44) have little experience, 17,2 % of them (32) have experience and 12,4 % of them (23) have high experience.

The Ability to Use Edit Menu of Multimedia Program: 54,9 % of the physical education teachers (100) do not have any experience to use edit menu of multimedia program, 23,1 % of them (42) have little experience, 12,6 % of them (23) have experience and 9,3 % of them (17) have high experience.

The Ability to Use Insert Menu of Multimedia Program: 56,3 % of the physical education teachers (103) do not have any experience to use insert menu of multimedia program, 22,4 % of them (41) have little experience, 14,2 % of them (26) have experience and 7,1 % of them (13) have high experience.

The Ability to Use View Menu of Multimedia Program: 57,5 % of the physical education teachers (104) do not have any experience to use view menu of multimedia program, 21,4 % of them (39) have little experience, 14,8 % of them (27) have experience and 6,6 % of them (12) have high experience.

The Ability to Use Format Menu of Multimedia Program: 56,6 % of the physical education teachers (103) do not have any experience to use format menu of multimedia program, 20,9 % of them (38) have little experience, 13,7 % of them (25) have experience and 8,8 % of them (16) have high experience.

The Ability to Use Tools Menu of Multimedia Program: 57,5 % of the physical education teachers (104) do not have any experience to use tools menu of multimedia program, 22,1 % of them (40) have little experience, 12,7 % of them (23) have experience and 7,7 % of them (14) have high experience.

The Ability to Use Table Menu of Multimedia Program: 56,0 % of the physical education teachers (102) do not have any experience to use table menu of multimedia program, 21,4 % of them (39) have little experience, 14,3 % of them (26) have experience and 8,2 % of them (15) have high experience.

The Ability to Use Window Menu of Multimedia Program: 49,5 % of the physical education teachers (92) do not have any experience to use window menu of multimedia program, 19,9 % of them (37) have little experience, 17,7 % of them (33) have experience and 12,9 % of them (24) have high experience.

t- test for Ownership of Computer at Home

The results according to t-test are as the following:

Word

- The ability to use file menu 0,044
- The ability to use edit menu 0,003
- The ability to use insert menu 0,003
- The ability to use view menu 0,003
- The ability to use format menu 0,000
- The ability to use tools menu 0,012
- The ability to use table menu 0,012
- The ability to use window menu 0,021
- The ability to use help menu 0,018

As a result of t-test; the teachers owning personal computers use Word program menus better than others who do not have personal computers at a meaningfulness level $p < 0,05$. Therefore it can easily be stated that teachers owning personal computers use Word better than the others.

Excel

- The ability to use file menu 0,004
- The ability to use edit menu 0,004
- The ability to use insert menu 0,012
- The ability to use view menu 0,004
- The ability to use format menu 0,003
- The ability to use tools menu 0,005
- The ability to use table menu 0,006
- The ability to use window menu 0,005
- The ability to use help menu 0,032

As a result of t-test; the teachers owning personal computers use Excel program menus better than others who do not have personal computers at a meaningfulness level of $p < 0,05$. Therefore it can easily be stated that teachers owning personal computers use Excel better than the others.

Power Point

- The ability to use file menu 0,000
- The ability to use edit menu 0,006
- The ability to use insert menu 0,005
- The ability to use view menu 0,008
- The ability to use format menu 0,001
- The ability to use tools menu 0,004
- The ability to use table menu 0,002
- The ability to use window menu 0,001

As a result of t-test; the teachers owning personal computers use Power Point program menus better than others who do not have personal computers at a meaningfulness level of $p < 0,05$.

Multimedia

- The ability to use file menu 0,003
- The ability to use edit menu 0,004
- The ability to use insert menu 0,002
- The ability to use view menu 0,003
- The ability to use format menu 0,006
- The ability to use tools menu 0,003
- The ability to use table menu 0,001
- The ability to use window menu 0,003

As a result of t-test; the teachers owning personal computers use Power Point program menus better than others who do not have personal computers at a meaningfulness level of $p < 0,05$.

t- test for the Presence of Computer Laboratory at School

According to this variable, there is no difference at a meaningfulness level of $p < 0,05$.

t-test for the Use of Computers by Family Members

The results according to t-test are as the following:

Word

- The ability to use file menu 0,054
- The ability to use insert menu 0,003
- The ability to use view menu 0,024
- The ability to use format menu 0,043
- The ability to use window menu 0,031

As a result of t-test; the teachers whose families use computers have the ability to use Word program menus better than the rest at a meaningfulness level of $p < 0,05$.

Excel

- The ability to use insert menu 0,049
- The ability to use view menu 0,023
- The ability to use tools menu 0,030

As a result of t-test; the teachers whose families use computers have the ability to use Excel menus listed above better than the rest at a meaningfulness level of $p < 0,05$.

Power Point

- The ability to use view menu 0,019
- The ability to use tools menu 0,037
- The ability to use table menu 0,028

As a result of t-test; the teachers whose families use computers have the ability to use Power Point menus listed above better than the rest at a meaningfulness level of $p < 0,05$.

Multimedia

- The ability to use table menu 0,037

As a result of t-test; the teachers whose families use computers have the ability to use table menu of Multimedia program better than the rest at a meaningfulness level of $p < 0,05$.

t-test for Benefiting from Computer Laboratories

Power Point

- The ability to use insert menu 0,028
- The ability to use view menu 0,032

As a result of t-test; the teachers who benefit from computer laboratories have the ability to use insert and view menu of Power Point better than the rest at a meaningfulness level of $p < 0,05$.

COMPARISON OF THE AVERAGES

In order to measure the level of program usages of the teachers, the averages of all the subtitles of each program are compared with t-test analysis.

t-test Results for Ownership of Personal Computers at Home (Windows)

Computer	N	X	S	sd	t	p
Yes	130	2,9658	,96950	,08503	,210	,008
No	47	2,9338	,63307			

(Office)

Computer	N	X	S	sd	t	p
Yes	130	2,3725	,95242	,08353	3,440	,000
No	47	1,8617	,59268			

(Multimedia)

Computer	N	X	S	sd	t	p
Yes	130	1,9172	,98566	,08645	3,263	,000
No	47	1,4175	,59591			

As a result of this analysis it is obvious that the teachers who have personal computers at home can use Windows, Office and Multimedia programs more efficiently than the rest at a meaningfulness level of $p < 0,05$.

t-test Results for Presence of Computer Laboratory at Schools

There is no meaningful difference for this variable at a meaningfulness level of $p < 0,05$.

t-test Results for Use of Computers by Family Members

(Windows)

Sex	N	X	S	sd	t	p
Yes	130	2,9514	,98128	,08606	,394	,024
No	49	2,8912	,69147			

(Office)

Sex	N	X	S	sd	t	p
Yes	130	2,3105	,93783	,08225	1,964	0,025
No	49	2,0181	,73883			

As a result of this analysis it is found out that the teachers whose families use computers can use Windows and Office programs more efficiently than the rest at a meaningfulness level of $p < 0,05$.

t-test Results for Benefiting from Computer Laboratories

(Windows)

Sex	N	X	S	sd	t	p
Yes	110	2,9374	1,02462	,09769	,004	,002
No	66	2,9368	,7382			

As a result of this analysis it is found out that the teachers who benefit from computer laboratories at schools can use Windows more efficiently than the rest at a meaningfulness level of $p < 0,05$.

CONCLUSION

Three main question areas are defined for the research and analyzed statistically. As a result of the research the competence of physical education teachers in computer use is examined.

In the research first the relation between ownership of personal computers and competence in Windows is researched. As a result of the analysis it is found out that the teachers who have personal computers at home are more competent in using office and multimedia programs when compared to the others.

There is no relation between presence of computers at school and competence in computer skills. It is also found out that the teachers whose families are familiar with computers use 'Edit, Insert, View, Format and Window' menus of "Word"; 'Edit, View, Tools' menus of "Excel"; 'View, Tools and Table' menus of "Multimedia" programs more efficiently than the rest at a meaningfulness level of $p < 0,05$. Another result is that the teachers

who benefit from computer laboratories at their schools can use 'Insert and View' menus of "Power Point" more efficiently than the rest at a meaningfulness level of $p < 0,05$.

Therefore it is possible to state that if the physical education teachers are given technological facilities and the chance to use them, they will take the advantage of using these facilities successfully and carry out new researches to share the results with their students.

According to these findings some suggestions should be listed:

Presenting CDs which include physical education and sports technics should become a habitual part of classes.

The analysis of physical education and sports technics should first be taught through computer supported analysis and then performed practically.

In order to reach actual information about sports, computer and internet use should be promoted.

The students should be encouraged to receive and send their homeworks by e-mails.

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